DOCUMENT RESUME

ED 417 262 UD 032 209

AUTHOR Jason, Leonard A.; Weine, Andrew M.; Johnson, Joseph H.; Warren-Sohlberg, Luann; Filippelli, Laura Ann; Turner, Elizabeth Y.; Lardon, Cecile

TITLE Helping Transfer Students: Strategies for Educational and Social Readjustment. A Joint Publication in the Jossey-Bass Social and Behavioral Science Series and the Jossey-Bass Education Series.

ISBN ISBN-1-55542-452-X
PUB DATE 1992-00-00
NOTE 282p.
AVAILABLE FROM Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($38.45).
PUB TYPE Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Adjustment Counselors; *Behavior Problems; Catholic Schools; Coping; *Disadvantaged Youth; Elementary Secondary Education; Life Events; Program Implementation; Stress Management; *Student Adjustment; Student Mobility; *Transfer Students; *Tutorial Programs; *Urban Schools

ABSTRACT

Every year, approximately six million children transfer to new schools, leaving them vulnerable to social, behavioral, and academic problems. This book provides a look at this stressful and frequent life event for children, and offers practical strategies for easing the transition and helping children adjust to new environments. Research has indicated that students most at risk from transfer are those from low socioeconomic status, such as urban students, who are subject to multiple life stressors. Part One integrates theory and practice based on school transition, educational, developmental, and community psychology literatures. Chapter One introduces the phenomenon of school transfer and describes the School Transition Project (STP), reviewing its goals, methods, and participants. The STP was implemented in some Chicago (Illinois) Catholic elementary schools. Chapter Two elaborates on how children cope with stress, and Chapter Three explores sources of support at the time of school transfer. Chapter Four examines why children transfer from one school to another. Part Two explores the facets of the STP. Chapter Five lays a theoretical foundation for understanding and preventing school transfer problems. Chapter Six describes the STP in greater detail, focusing on its School Tutoring Program and School and Home Tutoring Program. Chapter Seven discusses barriers to implementing the STP. Chapter Eight explains how schools can involve parents in assisting transfer students, and Chapter Nine talks about the effects of school environment. Chapter Ten relates results of studies of the STP. Part Three attempts to envision the futures of children who transfer between schools. Ten "Resources" contain sample materials from the STP. (Contains 7 figures and 315 references.) (SLD)

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